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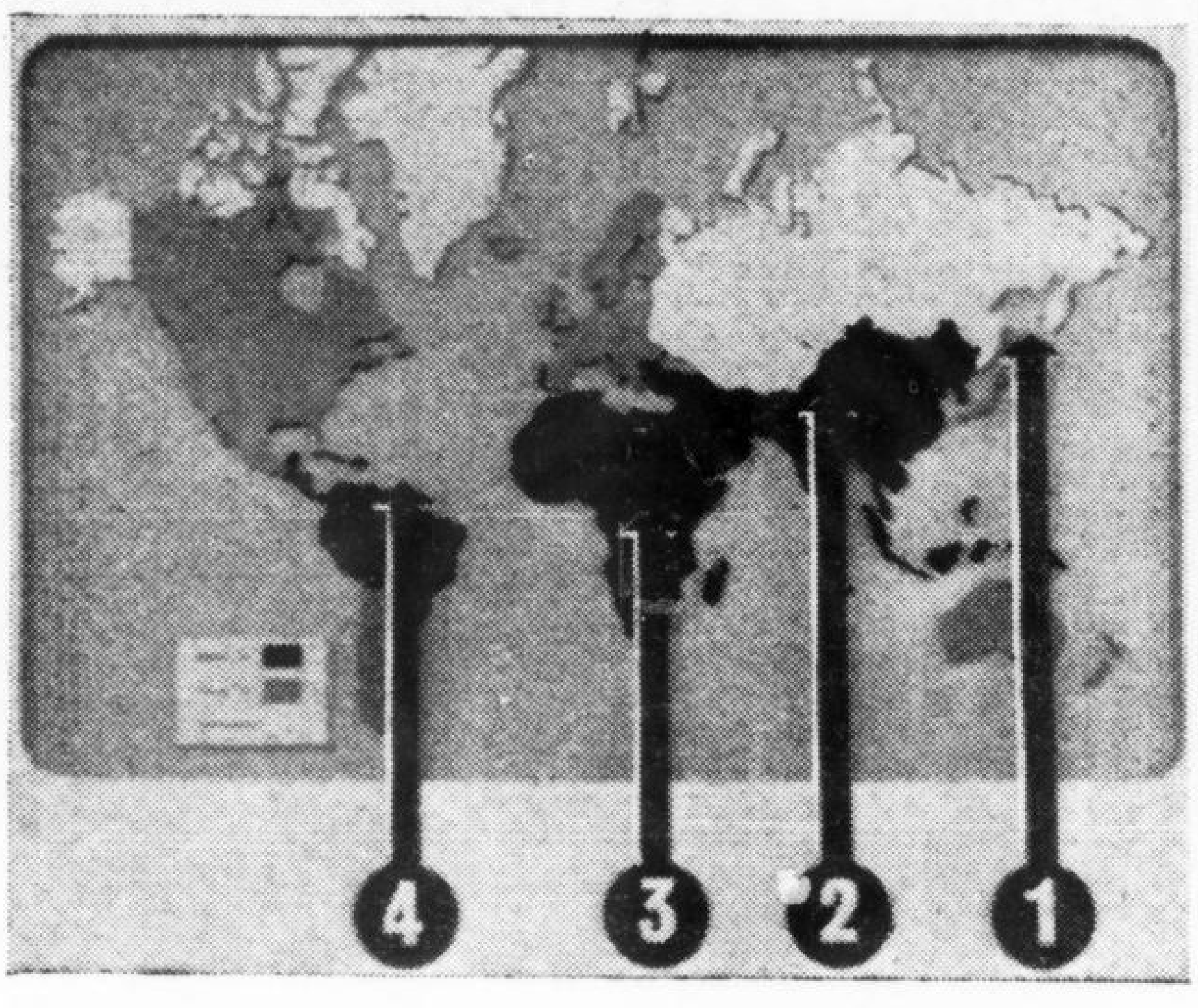
THE FUNDAMENTAL EDUCATION BATTLE



The four emergency Regions of Fundamental Education.

Panel of Experts Maps Strategy

A Panel of nine experts on Fundamental Education, *** with experience covering many parts of the world, has concluded a week's meeting at Unesco House in the course of which it discussed Unesco's Fundamental Education programme and the work being done by other organizations in this field.

This Panel, set up by Unesco, constitutes a world-wide body of experts who are kept in touch with the latest developments of education through the Organization's clearing house for information. It responds to requests for expert advice by correspondence, by analyzing and commenting on documents and other educational material, by encouraging an informed and active interest in Fundamental Education, visiting projects in their own and other countries and by attending occasional meetings in Paris.

The first 1948 meeting of the Panel of experts has just come to an end, lasting from April 26 to May 1.

At the outset, the experts agreed that while Fundamental Education, in the broadest sense of the term, was needed throughout the world, special priority be given to less developed rural areas and village communities and underprivileged groups in more highly industrialized regions.

To determine the needs of industrial areas, Dr. Welch, of the U.K., suggested that enquiries be carried out in the slum areas surrounding many of the African industrial towns, where migratory workers have settled in the most

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*** Members of Panel: M. Albert Charton (France); M. M. Colombain (I.L.O.); M. Hubert Deschamps (France); Dr. Zakir Husain (India); Dr. Ahmed Hussein (Egypt); M. Léon Jeunehomme (Belgium); Dr. P. Kose (Netherlands); Dr. Frederick Rex (U.S.A.); Dr. J. Welch (U.K.). Chairman: Mr. John Bowers, head of Unesco's Fundamental Education programme. Unesco participants: Dr. C.J. Beeby, Assistant Director-General in charge of education, Dr. Kuo Yu-Shou, Special Adviser on Far Eastern Affairs, Mr. E. Gabriel, programme specialist.

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Dr. BEEBY ARRIVES TO TAKE UP POST

Dr. Clarence E. Beeby, a leading world figure in progressive education, arrived in Paris on April 21, following his recent appointment as Assistant Director-General of Unesco with special responsibilities in the field of education. To take up his post at Unesco headquarters, Dr. Beeby has been granted an 18-month leave of absence by the New Zealand Government with which he is Director of Education.

Dr. Beeby, born in 1902, was educated in England and New Zealand, and later became Professor of Philosophy and Psychology at the University of New Zealand. In 1934 he became the first Director of the New Zealand Council for Educational Research.

For the past eight years he has been Director of New Zealand's school system during which time he was also in charge of education in Western Samoa and the Cook Islands. Dr. Beeby helped organize the attack launched in recent years by the New Zealand Government on illiteracy in Western Samoa and thus gained first-hand knowledge of the problems and difficulties which face fundamental educators in their work with primitive peoples. Dr. Beeby is the author of several books, of which "The Intermediate School in New Zealand" and "Entrance

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Iquitos Meeting Prepares Hylean Amazon Institute

Delegates representing eleven nations and seven international organizations have, during the first days of their Conference in Iquitos, Peru, made significant progress towards the establishment of an International Institute of the Hylean Amazon.

The Conference, called jointly by Unesco and the Governments of Brazil and Peru, convened on April 30 and is scheduled to continue for ten days. Its purpose is to organize the Hylean Institute as an important first step towards opening up the vast equatorial region of the Amazon Valley.

Delegates are considering a draft convention for the Institute, which has been prepared by Unesco, and will draw up financing plans and a working programme to co-ordinate and further research work in the mysterious region which has surrendered few of its secrets during more than 400 years of exploration.

Opening addresses at the Conference were made by Dr. Luis Alayza y Paz Soldan, head of the Peruvian Delegation and Dr. Perez Arbelaez, head of the Colombian Delegation.

Dr. Luis Alayza was elected President of the Conference and Dr. Linneu Albuquerque Mello, of Brazil and Dr. Rafael Alvarado of Ecuador named Vice-Presidents. A Scientific and Programme Committee was formed under the Chairmanship of Professor Paul Rivet, Director of the Musée de l'Homme in Paris, with Dona Heloisa Torres of Brazil as Rapporteur.

Following the first sessions, the President of the Conference cabled the following message to Unesco: "The Conference... expresses its gratitude for the most valuable assistance of Unesco which will ensure the success of the Institute. We look forward to your continuing magnificent co-operation."

Iquitos, site of the Conference, is the capital of Loreto Department and an important center for the tropical areas of Peru in the Amazon basin.

Four Italian Libraries Aided by Unesco Grant

Four historical Italian libraries, closed and emptied during World War II, are to-day being restored by assistance from Unesco.

Thousands of volumes of rare archaeological and historical works are being brought out of storage, catalogued and prepared for use once again by students and research workers. These were the archives of the Biblioteca Hertziana, the former German Archaeological Institute Library and the Prussian Historical Institute in Rome, and the former German Art-Historical Institute Library in Florence.

The International Union of Institutes of Archaeology, History and History of Art (Rome) is the responsible authority and the Italian government has provided premises and facilities for the work.

Unesco has allocated grants totalling eight thousand dollars to assist this work from its 1947-48 budgets. Arrangements to go ahead were made with the Allied Control Authorities, as all four libraries had been German property before and during the war.

3,000 U.S. Delegates To Meet This Month

AT UNESCO REGIONAL CONFERENCE

Further evidence of the active interest of the people of the United States in the work of Unesco is seen in the announcement of the forthcoming Pacific Regional Conference on Unesco to be held in San Francisco from May 13 to 15.

Approximately 3,000 representatives from the states of California, Arizona, Idaho, Montana, Nevada, Oregon, Washington and the territories of Alaska and Hawaii will gather this month to attend the regional conference, the first meeting on the West Coast of the United States of an official United Nations Agency since the UN Charter was signed at San Francisco in 1945.

This was announced by Mrs. Henry P. Russel of San Francisco, chairman of the conference convening committee who succeeds the late Dr. Donald P. Tresidder, President of Stanford University (California).

"The idea of the regional conference," Mrs. Russel stated, "is that people in communities should develop a consciousness of the countries which are not adjacent to them

"Unesco believes," she added, "that if you understand the varying cultures of the world, you won't want to fight them. Our regional conference hopes to show people what they can do in their own communities toward the aims which Unesco hopes to achieve on an international level."

Both national and international figures are expected to speak during the conference. Among these will be George V. Allen, Assistant Secretary of State, George D. Stoddard, President of the University of Illinois and Margaret Mead, world-famous anthropologist from the American Museum of Natural History in New York.

W.H.C. LAVES CALLS For Greater Effort By U.N. and Unesco

A concerted effort by the United Nations and its Specialized Agencies "to meet the requirements of the troubled world situation" was called for by Mr. Walter H.C. Laves, Acting Director-General of Unesco during a meeting of the Programme Committee of Unesco's Executive Board on April 26.

Mr. Laves referred to the critical scrutiny to which the United Nations will be submitted during the coming months due to an increasing personal insecurity among the peoples of the world.

"It is therefore of the greatest urgency", he said, "that... every element in Unesco's programme be completely justifiable as contributing to what will be recognized as the real needs of the world..."

LEBANESE PRESIDENT RECEIVES DIRECTOR-GENERAL

Dr. Julian Huxley, who recently left Paris for a goodwill tour of the Middle Eastern countries, in conversation with H.E. the President of the Lebanon, Sheik Becharra El-Khoury, and two former Prime Ministers, Abdallah Bey Yaffi and Sami Bey Sohl.

International Student Conference Opens Session in Paris on May 6

As this issue goes to press, delegates from six international student organizations are meeting at Unesco House in Paris on May 6 and 7 to study ways by which students throughout the world can assist Unesco in carrying out its aims.

Under the chairmanship of Dr. Clarence E. Beeby, Assistant Director-General, the delegates are studying the Unesco programme dealing particularly with university development, exchange of persons and the preparation of an International Educational Charter for Youth.

The six organizations taking part in the meeting are the International Union of Students, Pax Romana, the International Student Service, the World Union of Jewish Students, the World Student Christian Federation and Young Christian Students. Also participating are representatives of the International Federation of University Women.

AT PESTALOZZI VILLAGE

War Orphans Are Learning To Smile Again

WHEN a group of Polish children, orphans of war, were brought to the Children's Village of Pestalozzi in Trogen, Switzerland they were housed in a chalet the main windows of which faced towards Germany. Their distress was so great when they realised this that they closed the windows and refused to look out of them.

After a few weeks, however, in the friendly and peaceful atmosphere of the settlement they were able to look towards the land of their former enemy without fear or hatred.

This story, brought back to Paris by members of the Unesco Secretariat who recently visited Pestalozzi village, is an example of one of the many small ways by which the authorities of the settlement are endeavouring to eradicate the nationalistic prejudices intensified by the war.

The actual construction of the Village of Pestalozzi began in the spring of 1946.

Prior to that date, Walter Robert Corti, a Swiss national, had publicized his idea for the international settlement and with the aid of Mr. Otto Binder, Secretary General of Pro Juventute, money had been raised, an action committee set up, and technicians engaged to plan a model village.

In August, 1946, the New Education Fellowship supporting the idea of the settlement proposed that a group of 350 children should be sent to Switzerland to test the feasibility of the project.

By March, 1946, thirteen temporary houses for 400 children were established.

Prof. J. Lauwerys of the Institute of Education, London University, wrote a detailed report on the Children's Village of Pestalozzi which was studied by a Commission of the Conference of the Allied Ministers of Education. He strongly supported the experiment saying that it was his deep conviction that such an opportunity for laying securely the foundations of international solidarity would never recur.

The village is divided according to nationality, the children living in small groups, each group under the supervision of an adult from its own country. Close contact is maintained with their country of origin so that they have full opportunity to learn their own language, religion and national culture. As the scheme develops it is proposed to teach the children a common language so that they may converse freely with each other. At present community activities are limited to music, dancing and play.

The experiment provides a unique opportunity for international understanding. Without destroying national identities, it yet gives the children a chance to learn the modes of life and characteristics of other nationals and so helps to eliminate the misrepresentations of different conflicting ideologies.

By studying the reactions of these war orphans to their surroundings and condition it is expected that knowledge of great benefit to all psychologists and educationalists will be gained which eventually may lead to the establishment of similar settlements in other countries.

The children who have been brought from many countries including Germany, have suffered intense miseries and it is expected that it will take a long time and great patience before they regain a normal outlook. Their experiences are revealed in their games, where death and war play a major role. Their drawings and paintings depict the scenes of desolation and horror which they have observed.

Support for the village, has been obtained mainly from voluntary contributions and help. People from all over the world have come as voluntary helpers for varying periods of time and during the 15 months of its existence, the Kinderdorf has received about 70,000 visitors.

Pestalozzi village has the sympathy and support of the Unesco Secretariat. Through the Reconstruction and Rehabilitation Section of the Organization, voluntary donations have been forwarded to the village.

In addition, Unesco will probably convene this July, a conference of directors of Children's Villages at the Pestalozzi Village in Trogen, Switzerland. The conference will study the best methods of readapting children to normal life.

The children of Pestalozzi Village still hear the psychological marks of the last war. War orphans all, they are slowly learning to smile and laugh again. Their drawings and paintings still depict the scenes of horror and desolation they have observed.

Youth Camp Organisers Meet

Organizations responsible for over 150 international voluntary work camps in Europe this year met in Paris, April 22-23, to map out a programme to co-ordinate and expand their camp activities and to further co-operation with Unesco.

Delegates from more than twenty world voluntary groups discussed the technical problems of work camps, as well as the best ways of using the camps as a medium for building international co-operation, and a means whereby Unesco can assist not only as co-ordination agency, but also in supplying educational guidance and materials.

Libraries will be supplied by Unesco for thirty of the voluntary work camps this year. The organization also provides a clearing house for information concerning such camps, assists in publicizing their function and usefulness and will publish a pamphlet containing complete information on the technical and cultural problems of the camps.

W.F.U.N.A.

By
Wm. VAN VLIET
Secretary, WFUNA Education Commission.

"THE success of United Nations Associations," said Henri Laugier Assistant Secretary-General of United Nations, "is necessary and indispensable for the success of the United Nations, for the simple reason that their task is the essential one of mobilising support everywhere on behalf of the great cause of international peace and security."

That was in 1946, when 26 Associations signed the Constitution of the World Federation of United Nations Associations.

Today such Associations exist in more than 40 countries. There are thousands of lawyers, teachers, students, journalists and others all over the world devoting some of their spare time to holding conferences, writing articles, making radio speeches, with a view to winning public opinion for the cause of the United Nations.

It took three years to plan D-day. It will take a little longer to build up an effective United Nations, maybe a whole generation.

"It is for your generation, wrote the late Jan Masaryk, who was President of W.F.U.N.A., in a letter to the Student Section of the American United Nations Association, "to see that the people of the United Nations, through the machinery we have established, really achieve the peace, tolerance and social progress which the Charter proclaims."

Obviously, such achievement cannot be made by talking alone. What we need is action—and the activities of U.N. Associations, their Student Sections and Education Commissions are manifold.

Highlighting these activities just now is their active participation in organizing the United Nations Appeal for Children. Among Associations playing an important part in the Appeal are the Austrian, Cuban, United States, French, Hungarian, Italian, Norwegian, British, Swiss, Czechoslovak and Turkish Associations.

In addition, many Associations are co-operating in the reconstruction work which Unesco is undertaking. The Canadian Association, for example, took the initiative in setting up the Canadian Council for Reconstruction through Unesco; and during the recent meeting of the Temporary International Council for Educational Reconstruction W.F.U.N.A. was invited to ask some of her other national associations to undertake similar steps in their countries.

The work of Unesco in general is followed by our Associations with the greatest attention, not only in the field of reconstruction, but also in education and culture. Another example of this lively interest in Unesco is furnished by the Austrian Association which has just published the first number of a 48-page illustrated review entitled Unesco.

Thus it may be said that the World Federation of United Nations Associations is a voluntary organisation which is supporting in word and in deed, the ideals laid down in its Charter and which are to be carried out by the U.N. and its specialised agencies—but which are to find their roots in the minds of the peoples of the United Nations.

As Mr. Trygve Lie recently declared: "Governments must be influenced by the peoples. The peoples must tell their Governments that they want peace. I am very glad that we have the United Nations Associations and W.F.U.N.A. They can count on the support of the Secretariat of the U.N."

National Committees to Speed Reconstrution Work

Creation of National Committees in all countries to speed the restoration of cultural institutions in war-hit regions was agreed by experts of the Temporary International Council for Educational Reconstruction (TICER) meeting at Unesco House in Paris.

Such Committees would make more effective and extensive the collection, despatch and distribution of materials to help restore the centres of learning in the recent battle areas of Europe and Asia.

Members stressed the importance of close cooperation between Unesco and voluntary organizations in the work of reconstruction. It was recommended that a conference be called of French voluntary organizations to prepare a National Book Centre which would serve as a medium for the international exchange of publications.

In connection with the United Nations Appeal for Children, Unesco announced the dispatch of a letter to twenty-five international non-governmental organizations calling for their support for the Appeal. Favorable replies had already been received from fifteen of the organizations.

It was announced during the sessions that Norway has decided to set aside five percent (approximately $80,000) of funds collected under the United Nations Appeal for Children for cultural reconstruction.

Technical Needs Surveys Proceeding on Three Continents

The Field Surveys into the technical needs of press, radio and films have continued during the month of April. All but one of the field workers recruited by Unesco to visit the countries where the enquiries are taking place this year have already left Paris. To date these Unesco field workers have travelled a total of over 50,000 miles in order to obtain the information required.

In spite of the preoccupation with the elections in Italy, M. Artigue has almost completed his survey of the Italian press and radio, and will shortly be leaving for Budapest. Mr. Paul Anderson has finished his survey in Austria and the material is now available for the Secretariat of Unesco. Dr. Peter Bachlin, of Switzerland, is now in Hungary for the survey on films in that country, and will leave in the near future for Vienna.

In the Far East M. Robert Guillain, who had previous been working for a French news agency in that part of the world, has been in Pakistan and India and is now en route for Rangoon. Mr. Alexander Shaw, British documentary film producer, is at work in Bombay and has visited most of the principal film studies in that area. The survey of the newly created Federation of Malaya will be carried out this month.

The enquiries into press, radio and films in Venezuela have been completed and most of the documentation has already reached Paris. Political events in Colombia prevented the Unesco field workers from entering that country, and in view of the destruction of archives and records it is probable that the survey will be postponed until 1949. Two Unesco field workers are at present in Ecuador, and will shortly be leaving for Peru. M. Philippe Soupault, who has been carrying out the Unesco survey in Central America has already terminated his work in Mexico and Honduras and is now in Ciudad Trujillo in the Dominican Republic.

The study of press, films and radio in Haiti and Cuba will be made during the following months. A Netherlands film specialist will shortly make an enquiry for Unesco into films in Mexico. It is hoped to include research work into the media of mass communications in Uruguay during 1948.

The U.N. Appeal for Children

By Dr Bernard Drzewieski
Head of the Reconstruction Section of Unesco.

HISTORIANS and statesmen may disagree about the date when the second world war started, but it is all too clear that the world in which we find ourselves is still living in the horrors of war conditions.

Today throughout the world two hundred to three hundred million children lack food, clothing and care.

Today in Europe alone, and despite the efforts of the governments concerned, there are still sixty million children undernourished and without clothing, shoes or schools.

In certain famine areas, one out of every two children dies in its first year of life, without counting the stillborn.

In Europe and Asia alike, on our doorsteps and far away, there are orphaned children wandering in city streets or in the countryside, hungry, cold and ill.

It was fitting that the United Nations should turn its eyes to this grievous problem. On 11 December 1946 the General Assembly passed a resolution setting up the U.N. appeal for children (UNAC).

UNAC's task is to collect money. It is making a single, global appeal, for which governments will be responsible, but which is directed to individuals as well as organizations.

The bulk of the donations, in cash or kind, will be distributed through the International Childrens Emergency Fund.

In each country a national committee will be responsible for launching the appeal, and in its campaign will rely on the big private institutions and on all men of goodwill.

The utilization of the funds, questions of foreign exchange, etc., will be governed by individual agreements between the national committees and the Secretary-General.

To-day fifty nations have answered the call.

It is Unesco's task to direct as great measure of the world's attention to the importance of the educational needs of childhood. In most parts of the world the war played havoc with the schools. Today in cellars, amid ruins, sometimes on the bare ground, always in conditions which are unhealthy, children in hundreds cluster round a single teacher and share a textbook, an old exercise book, or a stub of pencil.

Unesco has made contact with all the countries which answered the appeal and has already induced several of them to set aside a portion of the sum subscribed for the most basic educational needs.

Thus Belgium, Canada, Norway and the United Kingdom, while giving the highest priority, as does Unesco, to physical needs, have allocated to the Organization a proportion of the sum subscribed.

For the first time in history a chance is given to every individual to share in solving a problem which concerns all humanity now and in the future.

The United Nations Appeal will be heard. The slogan "Give a day's work" will touch men's consciences. A large-scale mobilization for peace is under way; authoritative voices are making themselves heard. With this help, the generations of tomorrow will be a little stronger and, being better educated, will be able to share in the building of a world where the links of brotherhood will have been drawn closer by this act of international solidarity.

The International Theatre Institute

A PREVIEW

by J. B. PRIESTLEY

Chairman,
Provisional Executive Committee,
International Theatre Institute.

THE value of the International Theatre Institute to theatre people will be enormous. Let me tabulate briefly some of the things it will do. It will collect and then distribute a great deal of valuable information: about new plays and productions in all the countries concerned; about the stage dimensions, technical resources, seating capacities of the chief playhouses in all these countries; about copyright laws, censorship regulations, methods of payment and employment in its member countries. Again, it will try to remove the various obstacles that prevent the successful exchange of theatrical companies to improve transport arrangements for companies touring abroad, to break through the walls of currency regulations and customs dues.

Then, when the Institute is firmly established and has linked together the theatre folk of all nations, it can proceed to organize festivals and exhibitions, produce a journal in several languages, create theatrical scholarships and fellowships, advise the newer countries on the organization of good theatres, and do everything possible (without acting as a financial manager) to assist distinguished theatrical companies to cross frontiers and, if necessary, tour the wide world itself. Finally, the annual Congress of the Institute will enable theatrical workers in all countries to meet and exchange ideas and if necessary to plan joint action.

Many people imagine that theatre folk are incapable of meeting together and sensibly discussing their affairs, finding common ground, planning joint action. Such people think of us in terms of "temperamental" stars, like so many petulant spoilt children. This is quite wrong. Within the past year I have been Chairman of two important theatrical conferences, namely, the International Theatre Conference organized by Unesco in Paris in the summer of 1947 (it was this Conference that planned the Institute), and the British Theatre Conference held in London, February 1948. Both these conferences were very successful indeed, and on each occasion I was told by various outsiders how astonished they were to find delegates representing the Theatre so business-like, sensible, co-operative. But there is really nothing surprising in this. The drama itself is essentially an intimately co-operative art. The good production of a play demands that a considerable number of people must work together to achieve a common purpose. Dramatists, directors, players, designers, theatre technicians, are all thoroughly familiar with these conditions of intimate and often very delicate co-operation. They are also used to a fairly high degree of elaborate organization, for no good theatre can be run in a sketchy and haphazard manner. It is therefore not surprising that theatre folk should be able to run successful conferences, and indeed set an example that other types of people, always attending conferences, might do well to fellow. So it believe that the International Theatre Institute will be more than capable of carrying out the elaborate programme of good work already designed for it.

The value then to people of the theatre will be enormous. But what about people outside the theatre, those who do not create the productions but enjoy them (we hope) as audiences? Will the Institute be of any value to them, or is it simply another professional organization? The answer, in my mind, is that audiences—ordinary folk everywhere in all the countries concerned—will greatly benefit too. Clearly, they will benefit simply as members of audiences, just because what helps the Theatre will help them too. The range of plays and theatrical techniques will be enlarged for them. They will have the opportunity of enjoying the theatrical art of other nations. But even more than that is involved. We live now in a world in which international understanding is absolutely vital, for without it we may easily begin destroying soon the very roots of our civilization. And, in my view, much of the sharp disagreements between nations now do not spring, as we are so often and mischievously told, from fundamental philosophies that cannot be reconciled, but come largely from ignorance, vague prejudice, and the fog of cross-purposes in which so many negotiations are attempted. Anything that dispels this fog, that clears away some of this ignorance and prejudice, will be doing us a magnificent service.

Now I maintain that the Theatre is particularly important here in this field of international understanding. It is the dramatist and his actors who give us a really intimate, truthful picture of their people. And we receive that picture in the peculiarly receptive and emotional atmosphere of the playhouse, where we are more open to new ideas and generous feelings than we are when we are reading a newspaper. A well-written and finely-acted play may do more than fifty speeches by well-meaning politicians. It shows us people—their hopes and fears, doubts and dreams—and does not keep us fixed among political and economic abstractions, many of them already out of date. Therefore I say emphatically that a world in which an International Theatre Institute is securely established, and is doing all the work it was meant to do, is a far safer and more civilized world than one in which the art of the drama is imprisoned between high national barriers.

Nobody is going to pretend that the existence of an International Theatre Institute will settle our global problems, but nevertheless it will at least provide one stout thread for the fabric of a world society, which cannot come into being except by the creation of such international organizations, crossing frontiers and linking together the people of this earth. If you work in the Theatre, then this Institute is of very great direct value to you. But if you never go near a playhouse, you are still justified in taking an interest in this international organization, because it is a sound contribution to the new world civilization that is now struggling into existence.

Self-portrait of J. B. Priestley, noted British play-wright and critic, made in August of last year, in Paris.

[This article is reproduced from the International Theatre Institute booklet, the cover of which is pictured below.]

I. T. I. Conference to Open in Prague on June 28

The first Congress of the International Theatre Institute, originally scheduled to open on May 31 has been potsponed for one month and will be inaugurated in Prague on June 28. The Conference will take place at the Palace of the National Council at Mala Strana, Prague, and will last until July 3.

The Institute, which would be to facilitate the movement of theatrical companies from one country to another, sponsor translations and performances of plays, and collect and distribute news relating to the theatre. Its programme also includes a detailed study of the present conditions of the theatre in all parts of the world.

J. B. Priestley, famous dramatist and novelist and chairman of the Provisional Executive Committee of the International Theatre Institute, wrote last month:

"I attach great importance to the formation this year of the I.T.I. as the international clearing-house which theatre people have long needed in order to keep theatrically informed and professionnally aware of current events and developments in stage and audience circles throughout the world. I need hardly add the importance of such a clearing-house to international understanding."

"I should like to urge," he continued, "that my colleagues in all countries be represented at this particular constituent Congress. It must be truly international to give us a world wide theatre service, and this must be a service removed from all considerations save those which concern us technically and artistically as theatre folk."

It is expected that theatre specialists from about 25 countries will meet under the cosponsorship of Unesco and the Czechoslovakian Government. More than fifteen countries are now forming National Theatre Centres and choosing delegations to attend the Theatre Congress in Prague.

The British Centre of the I.T.I. has appointed a distinguished delegation to participate at the Prague Congress, which will include Mr J. B. Priestley, famous dramatist and novelist; Tyrone Guthrie, internationally known stage director; Stephen Thomas, drama director of the British Council; Llewellyn Rees, drama director of the Arts Council of Great Britain; Mrs. Jacquetta Hawkes, secretary of the Arts and Letters Committee of the Unesco National Co-operating Body; Kenneth Rae, Secretary of the I.T.I. British Centre.

Cover of pamphlet just published on work of I.T.I. was prepared by French designer Jean Picart Le Doux.

Eight Countries Form National Theatre Centres

Eight countries have thus far created National Centres of the International Theatre Institute which will function in co-operation with Unesco. These are: Austria, Belgium, Brazil, China, France, Italy, United Kingdom, United States.

The French National Centre was set up on April 27 and will include 14 members elected by professional theatre organizations and 12 persons chosen by the French National Commission. M. Armand Salacrou, one of the leading contemporary playwrights of France, has been elected President of the Centre.

The Brazilian Centre, formed on March 30 in Rio de Janeiro, elected the head of the Brazilian National Commission, Dr. Levi Carneiro, Honorary President, and Senhor Daniel da Silva Rocha President. Heitor Villa Lobos was named Vice-President and Joracy Camargo General Representative of the Brazilian National Centre.

Unesco Play has New York Premiere

A short play, "In the Minds of Men", the title of which is drawn directly from the Constitution of Unesco * and which is a dramatic presentation of the work of Unesco, had its premiere performance in New York City recently.

Written by Esther M. Hawley for the American Tneatre Wing Community Plays in response to many requests from community groups in the United States for a dramatic presentation of the work of Unesco and the United Nations, the playlet was presented at an International Theatre ceremony to welcome M. Armand Salacrou, the distinguished French dramatist, during his recent visit to the United States.

Scripts for the playlet are available at 25 cents a copy for production by non-professional groups outside the playing area of the professional casts of Community plays (i.e. outside of New York City and a radius of 50 miles from Manhattan). The scripts may be obtained by writing to the American Wing Community Plays, 730 Fifth Avenue, New York 19, N.Y.

* "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed..."

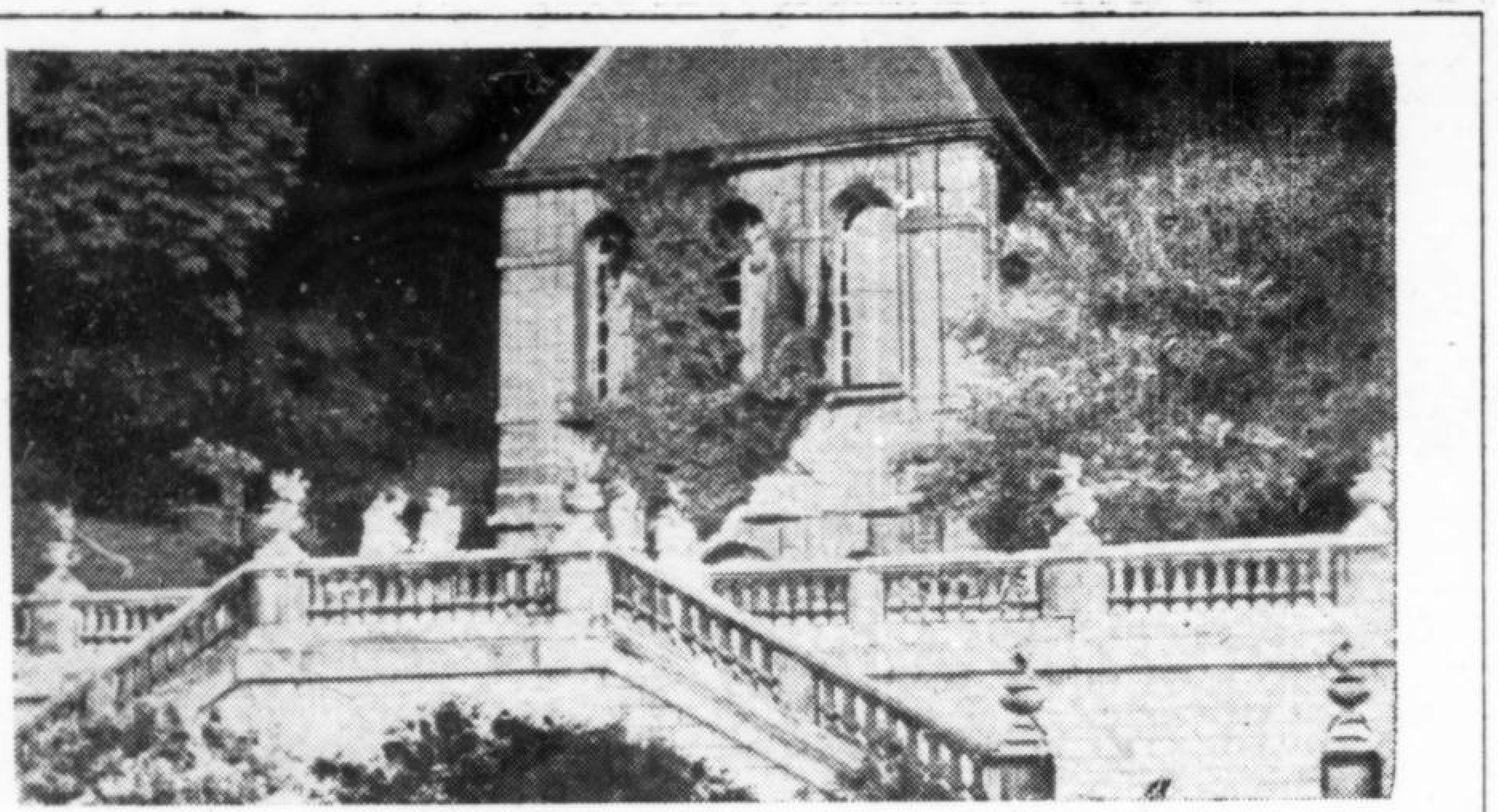
UNESCO BEGINS PHOTO SURVEY OF WAR-HIT NATIONS

A photo survey of the needs and problems of children in Poland, Greece, Italy, Hungary and Austria has been undertaken by Mr. D.R. Seymour, European photo-correspondent for the New York magazine "This Week" and the London "Illustrated", who has left on a three months' mission for Unesco's Production Unit.

The photo survey will cover the needs for education, housing, clothing, food and diet, medical care (with special reference to the anti-T.B campaign undertaken jointly by UNICEF and the Danish Red Cross), recreation, and the needs of handicapped deliquent and working children.

Special attention will be given in this survey to the activities of Unesco and the other Specialized Agencies in helping to solve these problems.

These photos are to be published in the form of five photographic stories in the U.S.A., the U.K., France, Canada and Latin America. The plan is to make a comparative study of all needs in the five countries to be surveyed, a comparative study of one particular problem in the five countries and an individual study of the most pressing need in each country.



SEVRES

Birth of the Unesco Seminar

IN the summer of 1947, a small chateau built about 200 years ago by Giovanni Battista Lulli, the court musician of Louis XIV, in the town of Sèvres on the outskirts of Paris, became the home of the first Unesco Summer Seminar in Education for International Understanding.

When it ended six weeks later, it had brought together almost a hundred educational leaders from countries on all the continents, and had provided them with a unique and profitable experience in international learning and living.

The Seminar was a pioneer experience, challenging in concept but with few precedents to guide it. As an experiment it was and is of striking importance to Unesco and to those throughout the world who seek to make education a constructive force for international cooperation and understanding.

The first Unesco Seminar focussed attention on two main areas of interest: 1) Ways and means of improving the curriculum, within the educational systems of the member states, as a means of developing world-mindedness; and 2) the influence of differences in cultural environment on the growth and adjustement of adolescents of various countries.

To these principal purposes were added many others arising from the particular interests of participants. One small group, for example, explored problems of adult education; one participant, seeking to make an international collection of songs for school use, arranged for other participants to send her copies of appropriate songs from their own countries.

The Unesco Seminar was neither an international conference nor a vacation course. Although many lectures were given by distinguished personalities and were followed by discussion, they did not constitute the principle technique of the Seminar. The chief method of work was based on the informal procedure of "study circles" or of the American "workshop," the essence of which is to bring together specialists, with all their knowledge and experience, to study clearly defined subjects of varying scope. Each group was made up of three to fifteen people, working on a single topic under the guidance of a Unesco staff member.

The members of the Seminar were leading professional men and women in education. Twenty held responsible positions in the educational ministries of their countries; many were college and university teachers, and outstanding secondar-school teachers. Among the world-famous leaders who participated in the Sevres Seminar were Leon Blum, Dr. James Yen, Professor Salvador Madariaga, Jean Piaget and Margaret Mead.

"A necessary condition for effective international organization," Leon Blum told the participants, is the undertaking in which you are at the very moment cooperating. Education both for the child and the adult; culture both for the individual and for the multitude; the increase of research and scientific knowledge... that is the essential aim of Unesco."

Indeed, the Sevres Seminar set in motion a chain of activities extending into many parts of the globe, on to many levels of education. Its members have become field agents of Unesco, carrying ideas acquired at Sevres to educational colleagues, through speeches and writings, consulting with many educational committees, working with students, helping train teachers, preparing educational plans and formulating policies.

A representative in the Seminar from Brazil, for example, who is responsible for radio work in his Ministry of Education, organized a series of radio broadcasts dealing with the work of the Seminar, soon after his return to his country, and at the same time wrote a series of educational articles for leading Brazilian newspapers.

Two of the representatives from Australia, were released from their academic duties for about six weeks after their return home to travel throughout the country, telling every major educational group in Australia of the work of the Seminar.

As a direct result of the Seminar's studies on curriculum improvement, the Wales participant has been appointed chairman of a committee on Social studies engaged in revising the curriculum of Welsh schools. A participant from Sweden has brought her Seminar experience to bear on the work of a general committee on curriculum reform in elementary schools in her country. The "Radiodiffusion Française," co-operating through French members of the Seminar, included in its 1947-48 schedule a weekly hour on "Children of Other Lands" using scripts prepared and sometimes recorded by school children in other lands. Other schemes were organized for the exchange of broadcasts among various nations. The publication of material from or about the Seminar was made for virtually every national area represented at Sevres, while the number of speaking engagements before educational and civic associations was also very large. These resulted not only in improved curricula and methods of teaching, but in new insights into the people of other nations gained at the Seminar which have been passed on to many thousands of school pupils in different countries.

The 1948 Seminars

In the course of their meetings at last year's Seminar, members constantly found themselves confronted with related problems which could not be studied in detail at the time.

This summer Unesco will take up the study of four of these problems at Seminars to be held in London, Lake Success, Prague Caracas. They will deal specifically with "The Education and Training of Teachers," "Teaching about the United Nations and its Specialized Agencies," "Childhood Education" and "Educational Problems in South America." (See details in articles on this page.)

In all these Seminars there will be a "common denominator" which is education for international understanding, or to use its new title, "Education for a World Society."-Unesco hopes that with the valuable experience gained last year, all the group discussions and all the lectures will be directed towards the study of this common theme, and will serve as a stimulant in a widening circle to educational effort in behalf of Unesco's great objective—peace and security for all men.

A World Citizen

By Leonard S. KENWORTHY

This is a personal statement by Leonard S. Kenworthy, formerly head of the social-studies department of Friends Central School, Philadelphia, Pa., and now on the staff of Unesco.

A WORLD citizen believes in the necessity and possibility of attaining a peaceful world society in which the worth of all persons is recognized and an attempt is made to develop every individual to the highest degree of which he is capable in order that each may contribute his best to humanity, share to the fullest extent possible in the common achievements of mankind, and enjoy the satisfactions of such a society. He is striving to bring about such a peaceful society, based on the ideal of a worldwide brotherhood of man, in which there is an adequate standard of living for everyone, quality of educational opportunity, the provision and guarantee of suitable work for each individual, and the provision and protection of civil liberties for all.

A world citizen is loyal to his community and to his country, but his primary loyalty is to humanity.

A world citizen is constantly attempting to acquire the necessary knowledge and to develop the essential skills for effective participation in his community, in his country, and in the world.

A world citizen is himself an integrated individual, free enough from conflict, insecurity, and frustration that he can live at peace with himself and others, rather than projecting his own conflicts on the individuals and groups with which he lives. He knows that a world society is built not only on world organization politically, socially, and economically, but that it is built on right relationships in the home and local community, and he endeavors to develop such relationships wherever he may happen to live.

A world citizen realizes the importance of common ideals, common purposes, common goals, and is constantly seeking to increase the areas of agreement among individuals, groups, and nations. At the same time he recognizes the importance of diversity and consequently strives for unity rather than uniformity.

A world citizen is as objective as possible in his thinking. He attempts to develop his opinions with a global perspective and to act accordingly.

A world citizen has a philosophy of life or a religion which enables him to pursue this objective of a world society no matter what obstacles there are to its realization. His faith enables him to persevere whether this objective is achieved in his lifetime or not.

(Reproduced from "Education Digest".)

Film Catalogue On International Understanding

Last month Unesco published the second in a series of draft catalogues of flims and filmstrips as part of its Production Unit.

The latest catalogue is devoted to films and filmstrips on International Understanding. Titles, language, producer, running time and size of each film are listed along with a short description of contents. Among the subjects covered by the catalogue are the United Nations and the Specialized Agencies; International Understanding; International Aid; International Economics; International Transport and Communications; International Migration; and Inter-Group Understanding.

The first draft catalogue issued deals with films and filmstrips on the crafts and arts. Other film lists in preparation will deal with the Popularization of Science and Fundamental Education.

CARACAS

Educational Problems in South America

IN co-operation with the Pan American Union, Unesco is sponsoring a Seminar to study the "Educational Problems in South America", which it is hoped will attract representatives from all the Latin American countries. The Seminar, which will be held in Caracas, Venezuela, will last for five weeks from August 2 to September 8.

Mrs. Concha Romero James, Chief of the Division of Intellectual Co-operation of the Pan American Union is organizing the Seminar in collaboration with Unesco.

Among the members who will

PRAGUE

Childhood Education

A prominent child psychologist from Norway, who with her two sets of twins fled her country during the last war to Sweden, made her way across Siberia and finally reached the United States, has been named Director of the Unesco Seminar on Childhood Education which will take place this summer in Prague from July 21 to August 25.

Mrs. Aase G. Skard, now Professor of Psychology at the University of Oslo, will lead a group of 61 distinguished educators coming from over 40 countries to study aspects of childhood education which are of vital importance to all participants insofar as they contribute to education for a World Society.

These leaders in the education of children will meet not to attend lectures or to lecture others, nor will they meet for a university summer course. The Seminar will be rather a place where experts can get together informally to share their experiences and try to find solutions to similar problems arsising in different countries throughout the world.

The spade work of the Seminar will be done in small study groups, each concentrating on a single topic and then reporting its findings to the entire Seminar.

A tentative list of topics has been suggested for discussion at the forthcoming Prague Seminar. These are not fixed since the Seminar members themselves will be able to share in the selection of subjects for discussion, which will by treated in relation to the entire span of childhood education, that is, from the ages of three to thirteen.

Among the topics which will probably be considered are the following:

What are the educational problems facing the growing child today in relation to the various cultural patterns of a given community, or of the world? What is being done by teachers to meet the specific problems that different cultural patterns pose? What are the factors involved in the psychological development of the child? What in particular is being done in different countries in the field of child guidance? for developing world-mindedness? What have been the psychological effects of the last war on children?

It is possible to glean some idea of the scope and range of the probable discussions from the recommendations given to participants as preparatory work for the various study groups of the Seminar.

Thus we find that the physical, mental, social and spiritual development of children will probably be discussed along with the general psychological development of the child. Here, too, the application of psychiatry including psychoanalysis will play an important role. All of these technical questions will be examined insofar as they affect teaching procedures and curricula content in schools.

In view of the importance attached to the development of world-mindedness in children, the Seminar will probably treat this subject either in a special study group or in general discussions with the participation of all members. The Seminar will study how attitudes can be formed, what experiences can be provided and what skills developed to educate children for a world society.

The education of deficient children (physical, mental and social deficiencies), the problems of juvenile delinquency, the psychological effects of war on children and the special difficulties facing teachers in the education of these children, these and other topics will be proposed for study group and general discussion when the Seminar meets in Prague this summer.

For a period of six weeks Seminar members will have an opportunity to participate in an experiment in international living and learning, exchange and discuss informally their views and experiences on the varied aspects of childhood education.

Unesco, in organizing its International Seminar, does not seek to fix one single method for all schools or to establish a uniform curriculum. It hopes, rather, to stimulate educational leaders by providing an unusual opportunity for comparative study, permitting a more realistic perspective of the problems and possibilities of childhood education and the contribution they can make to peace and security in a world society.

Education for a World Society

LAKE SUCCESS

TEACHING ABOUT THE U. N. AND ITS AGENCIES

THIS summer, Unesco and the United Nations will assist 61 educators in preparing a series of radio scripts or recordings, filmstrips, slides, exhibitions and reading material, varying according to each participant's speciality and his country's particular requirements—so as to make available a graphic presentation of the United Nations and its Specialized Agencies to school children in every part of the world.

For a period of six weeks, beginning July 7 and ending August 18, these experts, representing the outstanding educators in their field, will take part in Unesco's Seminar on "Teaching about the United Nations and its Specialized Agencies." They will live and work together in quarters set aside for them at Adelphi College, Garden City, New York near Lake Success. Dr. Yuen Jen Chao, noted Chinese educator and Chinese delegate to the First and Second Sessions of Unesco's General Conference will act as Director of the Seminar.

The Seminar will be conducted chiefly as a production centre or workshop of materials for instructing boys and girls up to the age of 18, about the United Nations and its Specialized Agencies.

Each participant has been asked to plan, before leaving for New York, a particular project to be developed. Thus, one member might come prepared to do a booklet on some phase of the UN or its Agencies; another member might do a series of radio scripts or a series of lessons for children, or some other type of material. In some cases, a group may wish to work on a common subject. For, the method of the International Seminar is one not only of individual but of collective work as well.

There will be general discussions and small study groups to examine the best methods of presenting the United Nations system to school children at different ages and through different media. A survey will be made of existing methods and materials. These discussions will be led by members of the Seminar staff, by Seminar participants, by officials of the United Nations and its Agencies, and by educational authorities.

Ample materials for the participants will be provided by the UN and Unesco. The library at the United Nations will be at their disposal in addition to the Seminar reference library. Several trips will be arranged to visit educational institutions in and around New York City.

The reports of Member States stem directly from Unesco's programme in 1947 and in 1948 and from a resolution adopted last November by the General Assembly of the United Nations which recommended "to all Member Governments that they take measures... to encourage the teaching of the United Nations Charter and the purposes and principles, the structure, background and activities of the United Nations in the schools... of their countries, with particular emphasis on... elementary and secondary schools." The UN also requested Unesco "to assist Members of the United Nations, at their request, in the implementation of this programme, with the co-operation as required of the Secretary-General of the United Nations, and to report there on to the Economic and Social Council."

In pursuance of a resolution adopted by the Second Session of the Unesco General Conference at Mexico City, the New York Seminar will therefore be held in collaboration with the United Nations.

AS

al Problems

America

play a leading part in the conduct of the Seminar are Nieto Caballero, Rector of the Gimnasio Moderno in Bogota, and Colombian delegate to Unesco's Mexico Conference last November, and Dr. Juan Roura-Parella of Wesleyan University, Middletown, Connecticut, who has been loaned to the Pan American Union to act as Director of a general study group on Education for Understanding.

The progress made in education in South America during recent years is such that the results of the discussion groups and general meetings of the Seminar are expected to prove of unusual interest. Since the war, many projects for educational reform have been initiated in Latin American countries and long-held educational values are being seriously questioned and examined by educators all over South America.

Latin American educationists have given particular attention to child deliquency, especially in Brazil, Chile and Ecuador where its relation to school attendance has brought out such outstanding studies as those of Piragibe and Hauck Magofke, while Argentina, Colombia and Cuba have paid particular attention to research in the history of education, to cite only a few cases.

Harold Benjamin, of the University of Maryland, writing in the "Handbook of Latin American Studies" (Number 10) states:

"The growing body of educational writings, especially in the fields of theory, curriculum, and organization, show that the schools of the American countries are coming more and more to define their own problems, examine their own objectives, and critize their own practices in terms of the needs of their own people. They have long believed in the old maxim, "Nemo dat quod non habet", and now they are working to give their educational institutions resources of personnel and equipment proportional to the tremendous task of the school in and for democracy."

Seminar Reading List

The following documents will be found useful for participants and those interested in Unesco's summer Seminars. They may be had free of charge by writing to Unesco in Paris.

- **Director's Report on Sèvres Seminar.** (Sem./25)
- The Basic Principles of Education for International Understanding. (Sem. Rep./1)
- A Realistic Approach to Education for a World Society in Secondary Schools. (Sem. Rep./2)
- Modern Languages and Literature. (Sem. Rep./3)
- International Interchange and Correspondence. (Sem.Rep/4)
- The Film as a Means of Promoting International Understanding. (Sem. Rep./6)
- Introduction to the Problem of Education for international Understanding. (Sem. Rep./8)
- Education for International Understanding In The Light of Cultural Differences. (Sem. Rep./9)
- Some Persistent Problems in the Development of Inter-Group Understanding. (Sem. Rep./10)
- Education of the Emotions in Relation to International Understanding. (Sem. Rep./11)
- A Draft Catalogue of Films and Filmstrips on International Understanding.
- Unesco in Action. L'Unesco au Travail—illustrated booklet on Sèvres Seminar. **Limited supply.**

I. B. E. Meeting At Geneva in June

THE Eleventh International Conference on Public Education, jointly sponsored by Unesco and the International Bureau of Education (IBE) will open at Geneva on June 28 at the headquarters of the IBE.

Léon Blum, famous French stateman, converses with educators who participated at the Sèvres Seminar, last year.

LONDON

The Education and Training Of Teachers

"EDUCATION is the cornerstone of the structure of nations and it is the teachers who must be the architects". This was the feeling recently expressed by Dr. Tchoung Tao-Tsan, Inspector-General of the Chinese Ministry of Education.

Unesco concurs closely with this theme and is devoting much energy to helping train teachers who have so important a role in the building of the peace. This summer Unesco will call together a group of educators from more than forty countries to a six week Seminar to compare and discuss the preparation of teachers for elementary and secondary schools.

Scheduled to last from July 15 through August 25, the Seminar will be held in England, probably at Ashbridge Park within 30 miles of London. It is significant that Unesco has chosen the United Kingdom as the site for the study center. Since the adoption of the Education Act of 1944, important efforts have been made in England to improve and expand the education and training of instructors known as the Emergency Training Programme.

Special courses, begun since the end of the war, have already shown excellent results; and the status of primary and secondary school teachers has been measurably raised.

For the Unesco Seminar in England this summer a broad course of study has been prepared. More than sixty educators "broadly" specialized in the education and training of teachers and representing educational systems and cultural traditions from many parts of the world, will be able to work together in study groups from 12 to 15 members, and to make comparative analyses of methods and materials. It is expected that these study groups will work intensively, ordinarily meeting for several hours each day throughout the six-weeks Seminar period. General meetings will be held at intervals. These will be devoted to matters of interest to all participants, relating both to the subject and the conduct of the Seminar. They will also provide opportunities for hearing of special lectures. A series of film projections will also be included.

Emphasis in study and discussion will be placed especially on the following suggested themes:

1) Educating teachers to understand child growth and development and the influence of combined biological, psychological and social forces on children.

2) Educating teachers for social understanding, that is, understanding the social situation presented by the classroom, the school, the community, the nation and the world.

Education for social understanding may be regarded as a special case of education for the development of co-operative and sympathetic intergroup relations. For the social attitudes developed in the formative years derive from the social experience of the infant, the child and the adolescent. If the teacher and the school are to play an adequate role in the fostering of tolerance and understanding between individuals, groups, communities and cultural groups, the role of both the teacher and the school in relation to the life of the community will provide an object lesson of primary importance.

3) Preparing teachers for their role as potential contributors to better understanding. A study group on this topic might evaluate the effect which curricula, instructional methods, textbooks and other teaching materials have on this aspect of education and training of teachers.

In preparation for the Seminar, participants have been requested to prepare in advance a succinct statement on the education and training of teachers in their respective countries. These are designed to help those from other lands to obtain a reliable general understanding of the most important aspects of the situation in the various nations represented at the Seminar.

Unesco has outlined the major points which are to be included in each resume, although participants in the Seminar will be free to adapt them to the particular needs of their country. The outline will cover information on the general character of the school system, on the institutions and requirements for admission of teachers in different types of schools, on problems specifically related to education for better international understanding and the factors favourably or unfavourably affecting prospects of improving teacher training and education.

The Director of the London Seminar will be Dr. Karl W. Bigelow, Professor of Education at Teachers' College, Columbia University. Dr. Bigelow is the author of several volumes on the education of teachers, and in 1947 completed a tour of teacher training institutions in Europe. The experience he gained at last year's Seminar at Sèvres will undoubtedly serve as an important guide in conducting the London Seminar this summer.

The Story of the Field Science Co-operation Offices

RIO... CAIRO... NANKING... DELHI...

SCIENCES and technology are now playing and will increasingly play so intimate a part in all human activities that new means whereby science can effectively transcend national and local limitations are urgently necessary.

Science the 17th century, when the first academies appointed foreign secretaries to take charge of correspondence with observers in other countries there has grown up spontaneously, organized by scientists, multi-national but specialized international scientific unions. These are now federated in the International Council of Scientific Unions (I.C.S.U.) with which Unesco has a formal agreement and represent the most authoritative international groupings of the scientists in the majority of the fields of pure science.

During the last war, when these spontaneous international agencies were forced to suspend their activities, some of the United Nations set up in one another's capitals "Science Co-operation Offices". The crucial importance of scientific knowledge to the conduct of the war made it necessary to ensure that the democratic countries pooled their information.

In contrast to the scientific congresses and unions, the wartime science co-operation offices were not confined to any one particular science. Much attention was given to the applied sciences. But they were bilateral and restricted as to national scope.

It has often been said that what was needed was a system which would combine the desirable parts of these two principle methods of international scientific co-operation. Unesco, in its scientific function, was the germ of such a system. By its formal agreement with the I.C.S.U., it is substantially aiding the congresses and unions; by its chain of Field Science Co-operation Offices it is attempting to fulfil the other function.

In 1946, the Preparatory Commission creating Unesco proposed the setting up of a system of field science co-operation offices to maintain more effective contact between the scientists and technologists in those parts of the world remote from the main centres of research and development, and their colleagues at these centres. This proposal was later endorsed and authorized by both the First and Second Sessions of Unesco's General Conference.

Field Science Co-operation Offices were opened in Latin America (Rio de Janeiro), the Middle East (Cairo) and East Asia (Nanking) during 1947. A fourth office in South Asia (India) was officially established on April 15 at Delhi University.

Why it may be asked, is the Unesco Field Science Co-operation Office necessary?

A number of science co-operation offices existed during the last war in Washington, London, Moscow. Most of these were concerned with exchanges of information concerning the military application of science.

There was, however, one such office which dealt with both war science and scientific matters concerning agriculture, industry, applied science and pure sciences for reconstruction. This was the British Scientific Office in China (Chungking). From the work of this office and other similar activities arose the realization of the intense value of a chain of such offices in peace-time.

In establishing its Field Science Co-operation Offices, Unesco seeks to establish personal contacts with Government science departements as well as scientific societies, university faculties, research institutions and individual scientists and technologists. The F.S.C.O. also acts as a clearing house and information centre for the supply and distribution of scientific literature and where possible essential scientific equipment; assists with problems of scientific documentation (abstracts, microfilms, reprints, etc.); arranges the exchange of scientific manuscripts, articles and reviews for publication; and studies the possibilities of creating new international scientific laboratories and observatories. Among these might be institutes of astronomy, nutritional science, meteorology, applied mathematics, tropical life and resources (Amazon Basin), health (specific diseases such as TB and cancer) tropical diseases field research stations, oceanography and fisheries, etc., etc.

The aim of Unesco is to locate the field offices in the most important intellectual and technological centre of the largest of the countries in the chosen region.

The scientists and technologists coming from headquarters are men of wide sympathies, able to take a considerable measure of initiative under what may be difficult or isolated conditions and capable of understanding and assisting in the engineering, agricultural and medical problems of non-industrialized areas. They constitute the nucleus of the Field Team and they are associating with themselves whole or part-time groups drawn from local scientific circles who are familiar with the cultural traditions of the region. Local scientists are thus playing an important part in the machinery of scientific liaison.

The Latin American Office

From the beginning of its activities, the Latin American Office in Rio was entrusted with the onerous task of exploring the ground for the establishment of an International Institute of the Hylean Amazon.

Mr. E.J.H. Corner, tropical botanist from the United Kingdom, was named Principal Field Scientific Officer and Dr. B. Malamos, Greek parasitologist, Field Scientific Officer.

Travelling thousands of miles in Brazil and elsewhere in South America, the members of the Latin American office were able to lay the extensive groundwork for the Hylean Amazon Commission which met at Belém do Para, Brazil, in August 1947.

During 1948 the work of the F.S.C.O. will continue to be closely geared to the Hylean Amazon project. The Conference which opened at Iquitos on April 30 to found the Hylean Amazon Institute will have benefited enormously from the experience and the inspiration of the Unesco F.S.C.O. in South America.

Middle East Office

The Middle East Office has developed vigorously. It began operations in July 1947 with the arrival of Dr. L. Thuriaux, agricultural chemist of Belgium, as head of the office and Mr. K. Borch, mathematician of Norway.

Perhaps, one the most spectacularly successful actions of the office (though only typical of what scientific liaison should do) was the speed in obtaining, at the time of the recent cholera epidemic, unpublished data from the U.S.A. on copreant bodies in enteric infections (infections from fecal matter) for Egyptian bacteriologists. This aided the great effort made by the World Health Organization during the crisis.

The Middle East office has also provided information on current work on genetics, on the organization of scientific research in different countries, special information on certain lesser-known scientific publications, arrangements for Egyptian optical technicians to gain experience in Swiss firms and the exchange of information on bilharziasis and schistosomiasis (diseases caused by the most dangerous parasites in the human blood, especially common in Egypt and other parts of Africa) with the Latin American Field Science office and with WHO.

It is interesting to note how the Middle East office has been able to make available information on other aspects of Unesco's work. One such example is Unesco's Book Exchange Center. Scientific men in the middle eastern countries are showing live interest in the Book Coupon Scheme and are anxious to participate in it.

In addition, collections of catalogues of scientific books and instruments are being built up in the office and have been available for consultation by the scientists of the region.

East Asia Office

It had been expected that the existing currency inflation and housing in China would make the opening of the Far East Office extremely difficult, and the expectation proved true. Nevertheless, Mr. Smid (a Civil Engineer from Czechoslovakia) was able to begin operation immediately after his arrival last November, owing to the assistance given him by Chinese scientists and Government officials.

Since U.N.R.R.A. came to an end in China, the East Asia F.S.C.O. has taken over the responsibility of ensuring that engineering equipment to the value of about two million dollars reaches the various colleges and universities for which it had been bought by U.N.R.R.A.

Requests for literature and aparatus are beginning to come in and are being studied in conjunction with Unesco's Reconstruction specialists. The task of the Asia F.S.C.O. was greatly aided by the work which had been done during the war by the Sino-British Science Co-operation Office.

Conclusion

In general, therefore, it may be said that the Field Science Co-operation Offices are developing vigorously but along somewhat diverse lines, as would be expected from the very different conditions of the parts of the world in which they are located. The F.S.C.O. serve as an important link in providing the information required by the laboratories and research workers all over the world and in keeping them appraised of the latest discoveries of their colleagues in other countries.

CALENDAR OF CONFERENCES CONVENED BY UNESCO

DATE	CONFERENCE	PLACE
6- 7 May	Meeting of International Student Organizations.	Paris
11-15 —	Meeting of Experts: Art in General Education Project.	"
13 —	Expert Committee on International Voluntary Work Camps.	"
18-22 —	Meeting of Experts: Translation of Great Books.	"
7-9* June	Meeting of Experts for Examination of a Manuscript of Essays on Human Rights.	"
9-11 —	Meeting of Experts: Constitution of an International Council of Professional Archivists.	"
14-19 —	Meeting of Experts: School Broadcasting.	"
26 —	4th meeting of the joint Unesco-IBE Commission.	Geneva
28- 2 July	First Congress of the International Theatre Institute.	Prague
28- 3 —	11th International Conference on Public Education Unesco-IBE.	Geneva
28- 9 —	Meeting of Experts on Agressive Nationalism.	Paris

* Dates tentative.

Specialists Urge Co-ordination of Scientific Abstracting Services

SCIENTISTS depend to a very large extent on short summaries of scientific articles, called abstracts, to decide what to read of the ever-increasing flood of scientific publications. These abstracts are generally printed in monthly or quarterly publications. Some abstracts, called indicative abstracts, give merely enough information about the original article to enable the scientists to decide whether he should read or not. Other abstracts, known as informative abstracts, summarize the principal arguments and give the principal data of the original article.

Unesco called together a committee of nine experts to advise it on lines of action to improve and develop abstracting services for the natural sciences, both pure and applied. The Committee met in Unesco House, Paris, on 7, 8 and 9 April 1948.

The Unesco Secretariat put before the Expert Committee a working paper which referred to a survey made at the Science Museum Library, London, in the 1930's. This survey indicated that about one third of the scientific articles were abstracted on the average of three times, and the rest not at all.

While not denying these figures, several experts strongly disputed the implied conclusion that two thirds of scientifically useful information is not abstracted. They claimed that very little of value is missed by the abstracting services. The discrepancy between this claim and the figures they explained as due to the fact that many scientists publish their findings in several papers to ensure that they are not overlooked by any scientist to whom they might be of value.

Many papers contain no new information, being merely written to review recent work or to present already published results to special audiences. Such papers, although they may be useful, should not be abstracted, the experts contended.

The working paper also noted that many abstracting services cover the same ground and are merely repeating each other's work. This was admitted by the experts, but they contended that each broad subject field should be covered by an indicative abstracting service and also by several informative abstracting services, each covering a small portion of the field from different points of view.

The Committee made it clear that there is no adequate survey of the abstracting situation as it is today, and it was glad to learn that the International Federation for Documentation has commenced to carry out a survey for Unesco.

A valuable interchange of ideas took place on methods of preparing abstracts. Most informative abstracting services prefer to get working scientists to prepare their abstracts for them as a part-time occupation. By this method, the abstracting services get the benefit of the expert knowledge of a scientist in the field dealt with in the article, and the scientist benefits by reading the latest scientific papers.

Some services—usually indicative services—prefer, on grounds of speed of production and uniformity of style, to employ full-time abstractors. On the other hand, some services use abstracts written by the author of the original paper on the ground that he knows best what he meant to say, and his abstract can be in the hands of the editor of the abstracting service as soon as his paper, if not sooner.

It is essential that each abstract should be classified in some way if the scientist or librarian is to find the information he is looking for without undue searching. There are several widely used systems of library classification. The Committee recommended that Unesco should initiate a research project on science classification, using the methods of operational research

After the scientist has found a reference to a paper that interests him, probably through an abstracting periodical, he is still faced with the need of getting a copy of the paper. In this connection, the Committee recommended that national information centers should be established in each country, which would inform the scientist where he may borrow the periodical in question, or get a photocopy or microfilm copy of it.

The Committee decided that it is very important, for the progress of science, that an International Conference on Scientific Abstracting should be held. The principal subject on which the Committee hoped the Conference would take action was the development and consolidation of cooperation between abstracting services, to ensure that the services cover each subject field more completely, that subject fields now inadequately covered should receive proper attention, and that abstracts written in each of the major languages should be available for all pure and applied scientists. The development of closer cooperation may also be expected to lead to more economical abstracting services and more prompt publication.

Another matter on which the proposed Conference may take action is the standardization of the terminology and abbrevations used in abstracts, and the layout of abstracts. The conference will provide a valuable opportunity for abstracting services to exchange information about the tricks of their trade, including their methods of preparing abstracts and the economic aspects of abstracting. Methods of classifying and indexing abstracts, and the problems that arise from the variety of languages in which scientific papers are written will also be discussed.

The Expert Committee left the question of the time and place of the International Conference on Scientific Abstracting to the Unesco Secretariat to decide. The Committee recommended that Unesco National Commissions should be asked to ensure a good representation from the abstracting services in their countries and from working scientists who are interested in the question as consumers.

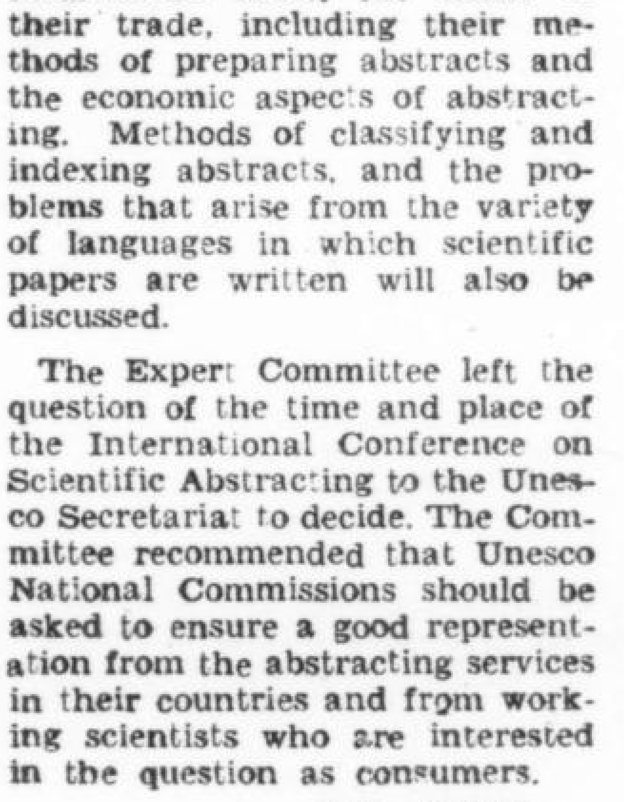
J.B. REID.

Dr. BEEBY ARRIVES TO TAKE UP POST

(Continued from Page 1)

to the University" are the most outstanding. He has also contributed many articles to psychological and educational reviews.

In announcing the appointment of Dr. Beeby last February, Dr. E. Ronald Walker, Chairman of Unesco's Executive Board, observed that it "marks Unesco's ability to attract outstanding people to the Secretariat".



Speaking at a farewell ceremony in honour of Dr. Beeby's departure, the Prime Minister of New Zealand, Mr. Peter Fraser, stressed the importance of the Director of Education's new post with Unesco. "Nobody has claimed that education will stop war", the Prime Minister declared, "but without education millions of people may fall victims to dictators or those who mislead people with prejudices of all kinds".

Use of Mass Media Poses Serious Problem In Fundamental Education Areas

ONE of the typical problems met in the attempt to adapt the media of mass communication for purposes of Fundamental Education occurred during the American campaign in Burma. The Stillwell Road had been completed in the face of almost incredible obstacles, and the only serious danger that remained was the prevalence of malarial mosquitoes. To instruct the Burmese in the elementary precautions to be taken against the disease, the Americans made up some film slides greatly magnifying the size of the mosquito so as to illustrate clearly the means by which the deadly germ was carried. To their dismay, at the first showing of the film, the audience burst into laughter. One of the Americans asked the Burmese lad seated next to him the cause of the merriment.

"In America", he said, "maybe you have great big mosquitoes like elephants and they must be dangerous. But here we have teeny bitsy ones which only give you a little itch."

Experiences of this sort are only too well known to all educators who have ever worked with any of the mass media among populations less familiar with the conventions of these media than the adult urban audiences for whom they were developed.

It has been suggested, therefore, that viewing panels be established to sort out the most suitable films and filmstrips and that these should be put to the test by experts in Pilot and Associated Projects.

An alternative plan would be to send one or more visual education experts with a number of selected audio-visual aids on a tour of the world's most critical deficiency areas and to use the results of their study as a basis for the production of Unesco's own sample materials.

The expense of some of these proposed experiments and studies would, quite probably, be beyond Unesco's scope. It has been suggested that means of financing, through national sources, a series of research projects on the practical use of visual aids for Fundamental Education be considered.

The need of finding an economic and technological solution of this problem before any discussion of pedagogy can be attempted has become most dramatically obvious during Unesco's first activities in fundamental education areas.

Films and Audio-visual Aids

It may be useful at this point to examine some of the typical problems which have faced a Unesco Consultant in a Fundamental Education Pilot Project.

Here is what Mr. Hubbard, Consultant to the Pilot Project in China, recently, wrote in a letter to Unesco:

"...This brings me to what we in China feel to be a most important need. In the absence of electric current in all rural areas (except in one or two restricted areas in the Mass Education Movement field in Szechwan), there is a crying need for some means of generating light.

"I have tried acetylene (apparatus bulky and difficult to adjust to projectors; pressure gas lamps (the whole projector has to be rebuilt and extra condensers inserted in front of light); and hand generators (expensive, heavy, require special bulb arrangement in projector).

"I feel that Unesco could render a very great service for all backward areas throughout the world by persuading some commercial firm to solve this problem in an efficient and yet economical way.

"My own solution would be the use of a first class bicycle headlight, generated by friction on the revolving wheel (or by hand), taking the bulb out of the headlight when showing filmstrips and putting it into the projector, the socket of which is fitted with an adapter to bring the bulb up to the right position for the light centre. The bicycle is then set on its stand and some one asked to peddle it at the right speed, thus lighting the projector. The main question here will be a technical one of how much wattage can be thus generated, and the proper bulb for it...

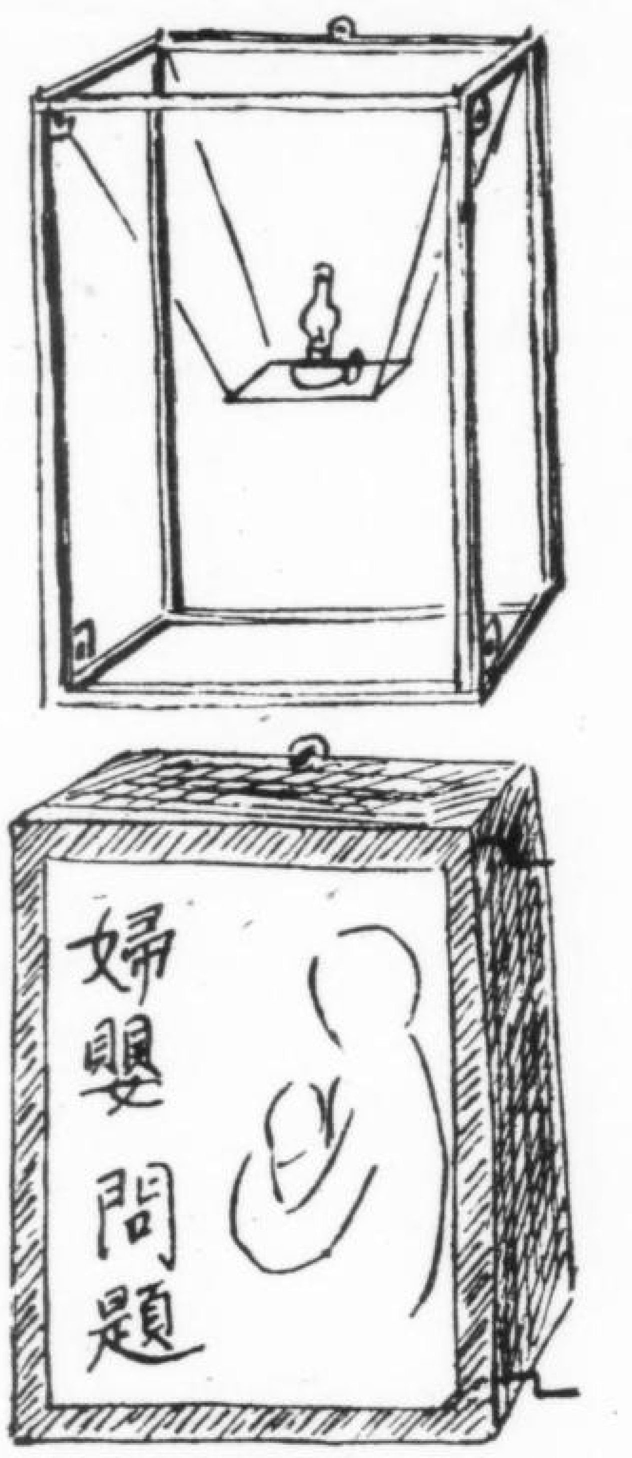
"To sum up: we want to make filmstrips on the spot, we could use a projector for demonstration purposes where there is electricity, but we need most to solve the problems of rural areas. I intend to make inquiries in Shanghai and will keep you informed whether there is a possibility of solving it there. Meanwhile can you enlist technical help?"...

"I hope to get started before long on two kinds of filmstrips: 1) the most urgent is on single projects for use in Fundamental Education, such as—Vaccination, Trachoma, Health Habits, How Disease is Spread, Various Improved Seeds, Improved Farm Animal Stocks, Children's Games in Other Lands, How Other Nations Dress, Forms of Greeting Around the World, etc., etc.

2) We also need to have filmstrips showing Fundamental Education projects in action for the benefit of other parts of China, for other nations and Unesco.

"I am also working on a simpler, but quite effective form of visual aid, which I have used successfully in the past. It might be called a "Box Lantern". It is a collapsible frame of bamboo or wood, about 2 × 1 × 2 1/2 feet, with a black cloth on all sides but the front, with a lamp or candle in the centre, lighting up the pictures shown at the front. These pictures of texts are on paper sheets pasted together and mounted on scrolls in the lantern. The light is in the interior of the box and shows through the paper. The whole equipment may be collapsed and carried in a roll on a bicycle, as it does not weigh more than 3 lbs.

"The advantages are 1) solution of the rural light problem and 2) low cost. As used by me formerly, there would not be more than five or six pictures to a scroll, but these would be a unit, all calculated to drive home a single point. ...In rural districts, even the filmstrip is often too expensive or impractical for common use among large numbers of teachers... So far as I know, this is nowhere in use at present. The main cost will be in making the pictures."



Sketch of "Box Lantern" devised by Unesco's consultant to Pilot Project in China, showing wooden collapsible frame (above) and black cloth cover and paper picture at front (below).

Philosopher Calls For New Humanism

By **Dr. Pedro Bosch-Gimpera,** *recently appointed head of the Philosophy and Humanities Section.*

MODERN civilization suffers from an obvious disequilibrium. The enormous scientific and technical progress which began in the 17th century and continued through the Industrial Revolution of the 19th century to the latest new advances, seems to have caused an eclipse of the spirit. The Renaissance broke with the old ideals of balance of mediaeval society and with the religious axis on which that society had turned. The world expanded, human personality discovered a new awareness of itself and new and unsuspected fields of activity. Scientific progress gave it a new optimism. Technology gave it instruments for binding nature to its service and for satisfying its new-found needs. Rationalist philosophy led it to believe that by its intelligence it could penetrate all the mysteries of the world.

The New Society

From the political revolutions a new form of government emerged, under which man felt himself free and in which the State was the instrument of his happiness; the old oppressions were shattered. The old ideals of humanistic education were no longer adequate, and it fell to science to set the new standards.

But progress produced new contrasts and new conflicts; there arose the problems of the poverty-stricken masses, neglected by those who profited from progress; and so new aristocracies came into being which, if more open than their predecessors, were no less privileged. The State could no longer limit itself to the mere function of guardian of the law, and it became an octopus-like monster, invading every sphere. Conflicts between modern nations became a struggle for power, more violent than ever, and warring imperialisms led up to the recent catastrophies, extending over the whole world and aggravated by racial doctrines. The sense of human dignity was foundering; man became an insignificant cog, the tool of monstrous conceptions. Scientific progress, even when it was serving to give victory to the peoples who were fighting for humaner and more democratic ideals, discovered dangerous weapons which, had they been available to the enemy, would have brought about the final annihilation.

Civilization in Danger

With the immediate danger removed, we find ourselves faced by new and terrifying enigmas. New wars must indeed be avoided; but peace must also be organized and a truly universal solidarity and co-operation created: This means that the new generations must be brought up in a true humanism, wider than the former conception which was often no more than an aesthetic and classic ideal. Technology and science, States and international organizations, must be placed truly at the service of mankind. New paths are therefore opened up for philosophers and humanists, who must prepare to formulate new ideals for the spirit and to institute a universal education to enable all to share in the benefits of civilization, bring the cultures of the east and the west into contact, and raise to their own level backward peoples who still occupy large areas of the world's surface. No single type of civilization must dominate, nor must there be privileged master races.

The Task of the Philosopher

To promote this prodigious task, which may be long and difficult but which cannot fail to have lasting effects and which is inspired by a generous spirit, Unesco was created. Through it we strive for a reconstruction of the spiritual bases of humanity and a new balance of its forces; we seek new ideals capable of commanding the support of all men; we seek to bring all peoples together in one great community without destroying their individuality or stifling their initiative by way of free and sincere co-operation.

Supplies to War-Hit Countries

Film projectors, chemical products and epidiascopes are among the latest allocations of technical equipment being shipped by Unesco to institutions in eight war-damaged countries.

These supplies, the bulk of which was bought with Unesco funds in the United States, are intended to help revive educational and scientific centres in regions which suffered most heavily during the last war. Their distribution is part of the Unesco Reconstruction programme to repair battle—and bomb-damages and to increase communication between the peoples of the world.

The equipment will go to the following countries: China (21 %), Poland (18 %), Greece (10 %), Czechoslovakia (9 %), Philippines (9 %), Italy (8 %), Hungary (8 %), Austria (7 %).

The total value of the goods is nearly $100,000 which was drawn from a fund of $130,000 in the 1947 Unesco budget for scientific and educational reconstruction work. Orders are now being placed for the remainder of the allocation.

Some of the scientific and technical equipment purchased by Unesco for donation to war damaged nations in Europe and Asia.

Panel of Experts Maps Strategy

(Continued from page 1.)

squalid conditions. These conditions, Dr. Welch explained, contrasted with those in other regions of Africa, such as the Congo and the Copper Belt of Northern Rhodesia, where labour was imported under government supervision, and where the authorities provided for the education and health of the workers.

After a discussion of Unesco's Pilot Projects in Haiti, Nyasaland and China, it was announced that the Peruvian Government had confirmed its proposal to establish a Pilot Project in the Cuzco area with the technical collaboration of Unesco. The Project will take advantage of the successful experimental work carried out during the war by Mr. Truman Bailey, an American artist, with the Cuzco population.

Dr. Rex, the U.S. member of the Panel, revealed how Mr. Bailey had set up a small workshop as part of an educational development scheme. By encouraging the local inhabitants to come to his workshop and try their hand at using clay, wood, fibers and other inexpensive Peruvian raw materials, Mr. Bailey was able to develop the local skills and talents of the people for the production of useful, artistic objects of sales value. This combination of artistic, practical and commercial skill is evidence that profitable enterprises can be developed without destroying native talent.

Gandhi and the "Work Schools"

Dr. Zakir Husain, describing the work done in India, gave details of the experiment now being carried out in the Champaran area of Behar. "Work schools" have been set up which, by selling the produce of their looms and workshops, are able to finance themselves in part. For many years, he said, Mahatma Gandhi had urged the opening of "work schools" despite opposition from university circles and business groups. The latter felt the schools to be in competition with them, while the universities opposed their departure from the academic studies.

The system of the "work school" provides however, as Gandhi saw, a way of bringing education into direct touch with everyday life and at the same time of helping it to support itself financially.

The problem of making Fundamental Education self-supporting was further discussed by members of the Panel who recognized the serious difficulties that existed. M. Colombain, of Belgium, described the contribution of the Cooperative movement to Fundamental Education, stressing the development of cocoa and coffee growing on a co-operative basis in West Africa. He pointed out, however, that this method was not, of itself, a guarantee of self-support since success was achieved only after a highly technical and gradual development.

How popular prejudices retard the work of Fundamental Educators was explained by several Panel members. M. Deschamps, of France, cited an example in French Somaliland where the inhabitants will not permit girls to go to school. Dr. Rex stressed the necessity of careful sociological surveys prior to Fundamental Education work in any area. He showed how in Costa Rica, for example, a health campaign had to be undertaken in one region to teach children that oranges were good to eat and provided by nature not merely for ball games. Elsewhere, field workers had been required to teach the inhabitants that eggs were good food.

The Panel of experts also discussed various other problems of Fundamental Education, including the use of films and filmstrips and other mass media *(See article on this subject in adjoining columns)* and the need for text books and teaching materials.

The meeting at Unesco House, which ended on May 1, is only the first of a series which the Organization plans to hold this year and in the future.

As Unesco's programme develops the Clearing House for Information on Fundamental Education will assume increasing importance not only for the Panel of experts but for field workers everywhere. Some of the information will come from Unesco's Pilot Projects; the rest will come from organizations working on "Associated Projects"—that is, from the many enterprises throughout the world contributing to the Fundamental Education movement.

It is one of Unesco's important jobs to keep workers in one part of the globe in touch with the latest developments in other areas and to furnish them with the most advanced technical advice and information. The Clearing House thus serves as a collating centre and a "conveyer belt" providing a two-way flow of information all around the world.

Unesco Outlines Research Needs

IN COMMUNICATION TECHNIQUES

THE announcement that the Massachusetts Institute of Technology (MIT) with the aid of a grant from the Carnegie Foundation, is about to undertake a large scale programme of research into techniques of assembling, organizing and communicating knowledge has been received with interest by Unesco.

In a memorandum recently forwarded to M.I.T. Unesco has suggested that, in organizing their research priorities M. I. T. should relate their work to Unesco's programme in the hope that the two programmes may be mutually supporting.

Unesco recognizes two priority areas for its work—the war-devastated countries, with their vast reconstruction problems, and the countries and areas, in which educational, scientific and cultural activity is underdeveloped and which need active aid and advice to bring their services and institutions on the level with those in more fully developed regions.

The Unesco memorandum to M.I.T. outlines in detail the research needs in the special fields of facsimile reproduction, newspaper printing, colour reproduction on film, educational film equipment, microfilm reproduction and mechanical selection. It points out that "the proposed M.I.T. research programme, while serving to raise the American standards still more, can be largely directed so as to serve the special needs of the Unesco priority areas".

Facsimile Reproduction

One of the most fascinating developments in recent years has been the work carried out in facsimile reproduction. Although considerable research is still necessary it has already resulted in the delivery of daily newspapers directly into the home through the radio receiver. On February 17 of this year, the New York Times began the regular publication of a facsimile edition of its newspaper. The facsimile paper, reproduced by frequency modulation is transmitted by radio every day and consists of four pages, including photographs. Radio waves, passing through special electro-sensitive paper, produce an exact copy of the original page. The facsimile edition can be detached from the home radio receiver.

Experiments are now being carried out by newspapers in the United States, notably the New York Times, the Miami Herald, the Chicago Tribune, the Chicago Sun and the Clatchy chain in California. The Philadelphia Enquirer has published most optimistic results in a pamphlet "A Facsimile Newspaper". The system is certainly a success in the transmission of news photos and has become standardized in the U.S.

Facsimile reproduction is particularly advantageous because of its speed. To reproduce a page by means of facsimile normally takes four minutes and there is no time lag in distribution. The disadvantage, which might be overcome by research, is chiefly the short distance which frequency modulation (now used in facsimile radio reproduction) can now attain. With an increased scope it would be possible for an owner of a radio receiving set in Topeka, Kansas, for example, to receive his copy of Pravda by tuning to Moscow and vice versa, with considerable advantages to the free flow of information. There is an added disadvantage in that few persons now own frequency modulation receivers, but it may be possible to convert facsimile to standard broadcasting by means of a special attachment, which, it is claimed, will cost only $100 by 1950.

Although primarily a radio problem, it should be noted that 30 % of the facsimile machines in the U.S. are being bought by newspaper publishers. It is evident that facsimile has a future, and not for the press alone. A recent announcement in the United States by R.C.A. makes known a new device, representing a great improvement over present facsimile machines, capable of reproducing one million words a minute.

Newspaper Printing

"Of all current research and experimentation in newspaper printing," the Unesco memorandum continues, "...two processes might most usefully be investigated by M.I.T. and Unesco in conjunction, because of their obvious application to the problems of communication in reconstruction and deficiency areas.

1. The new direct photo-electric engraver.

2. Photo-engraving coupled with electromatic typewriters.

This latter system, which is already producing a newspaper in Leesburg, Florida, is of considerable interest. Both stereotyping equipment and type founding machines are eliminated, with a consequent saving of time, space, and it is claimed, 50 % in production costs. Lower costs might result in less dependence on advertizing revenues, with a consequent disposal of a barrier to the free flow of information. This system also does away with plate making from matrices, the latter being the chief problem for newspaper publishers in the war-devastated countries.

Microfilm

Few libraries can fill war gaps or rebuild war losses without the aid of film. And yet, the Unesco memorandum states, use of microfilm is far less extensive than it might be, largely because most present day equipment for reading microfilm is inconvenient to use and possibly because microfilm is still tied to the cinema technique of using film in reels. Also no entirely satisfactory techniques have yet been developed for the rapid production of microfilm or photocopy editions. The use of microfilm is almost entirely research workers and with them, confined to specialists and for the most part, is unpopular.

Colour Reproduction

The Arts and Letters and Museums programmes of Unesco stress the need for research into methods of improving existing techniques for the colour reproduction of paintings and drawings, "so that faithful colour reproductions may be made available to the art student and general public at prices within their means." At present in spite of the existence of number of first-class techniques, comparatively little high quality work is produced except in de-luxe editions at high prices. Attention is also urged towards improving the colour fidelity in films of works of art.

Educational Film Equipment

The key problem of the educational film today is not a pedagogical but an economic one. Before any of the discussions on visual education techniques can be brought down to the level of Unesco's workaday tasks in deficiency areas, the cost of all educational film services and supplies must first be brought down to a level where the less well endowed schools, universities, missions and other educational institutions can afford them.

The Unesco memorandum to M.I.T. therefore suggests the possibility of investigating the technology of the educational film with a view to reducing costs of raw stocks, laboratory services, cameras, projectors, screens, sound recording and reproducing equipment.

A closely allied problem is the study of film equipment to be used in non-electrified or insufficiently areas. Projectors that may operate on coal oil or other easily available fuels, laboratory machinery to be driven by petrol or diesel engines, raw stock manufacturing equipment that may draw on local machinery to run with the cheapest and most easily available power supply.

Mechanical Selection

At present the manually selected punched card (e.g. Key Sort) is the only selection device that is economically possible for small organizations. Automatically selected punched card equipment (e.g. IBM, Remington-Rand, Powers) has considerable advantages, but is prohibitively expensive for most organizations. A cheaper selector even with a considerably reduced rate of selection would have many applications. Similarly a cheap, and reliable form of the Bush Selector would be very useful.

One problem of particular importance to Unesco is the standardization of mimeographing apparatus so that stencils produced in any country can readily be reproduced elsewhere in the world. At present for speed and economy of operations, Unesco constantly wishes to prepare documents in Paris which can be sent in stencil to other countries. This cannot usually be done because there is no standardization of apparatus. The nearest approach to an answer to this problem is the offset machine, which is expensive, bulky and requires trained technicians for maintenance and operation. Unesco has suggested that research along the lines of developing a simple economical standard of reproduction which would be universally used and unaffected by climatic changes, would be most valuable.

Field Work

In concluding its memorandum to the Massachusetts Institute of Technology, Unesco declares its willingness to help in planning field experiments in the use and development of equipment:

"Unesco representatives are constantly travelling in reconstruction and fundamental education areas and will gladly keep in touch with M.I.T. in connection with the development of the programme."

Photos show Facsimile edition of the "New York Times" emerging from radio receiver (inset and upper left). Part of a page, photographed after transmission is also shown above. The radio set is a Frequency Modulation receiver which transforms radio waves onto a piece of electro-sensitive paper, producing an exact copy of the original page. Four pages, including photos, can be reproduced in 15 minutes.

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